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ABSTRACT

An enrichment program for the English Teachers of Mississippi was conducted to (1) present an overview of teacher problems in English instruction, grades 7-12; (2) present suggestions for teaching in the classroom; and (3) provide possible solutions to problems in the teaching of English in the desegregated school. The materials in this publication represent the six topics discussed during a five-day seminar, as follows: 1. The Case for Black Literature; 2. Remedial Reading; 3. Grading and Evaluation; 4. Motivation; 5. A Pilot Program for Remedial English; and 6. Humor in Southern Literature. A bibliography of material related to Surveys of Trends and Discussions of Selected Issues and Trends is given. (DB)

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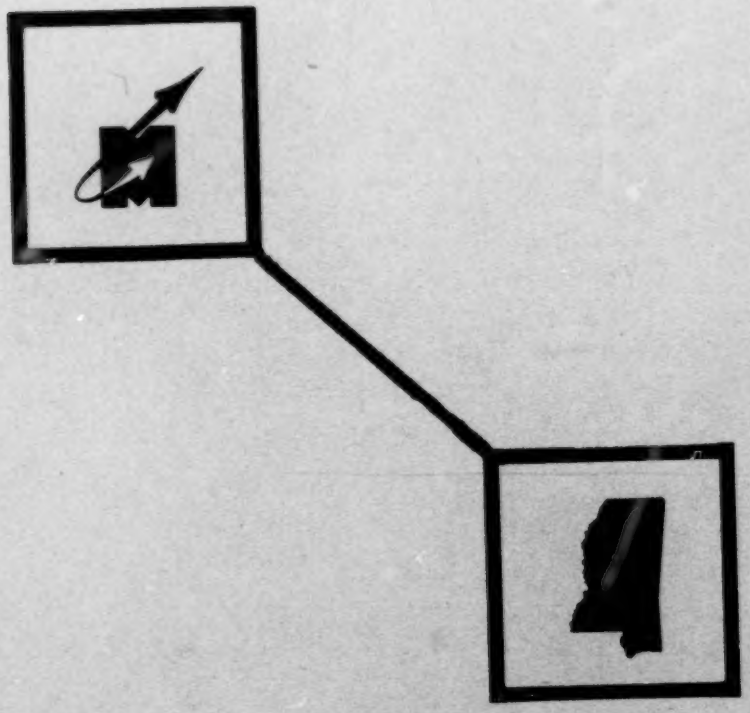
ENGLISH INSTRUCTION: NEW DIRECTIONS



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MISSISSIPPI STATE UNIVERSITY
and
STATE DEPARTMENT OF EDUCATION

JACKSON, MISSISSIPPI
JULY 1971

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PAPERS DELIVERED
DURING
SEMINAR IN ENGLISH INSTRUCTION

June 1971

Compiled and Edited
by
Augustine H. McPhail, State English Consultant

(Part of a Title IV Project)

MISSISSIPPI EDUCATIONAL SERVICES CENTER
MISSISSIPPI STATE UNIVERSITY
and
STATE DEPARTMENT OF EDUCATION

Jackson, Mississippi

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FOREWORD

The Mississippi Educational Services Center of Mississippi State University promoted an enrichment program for the English teachers of Mississippi which should enable them to assist teachers with problems identified by the teachers in the Englisn departments of the school systems in the state. Briefly the program was conducted for these purposes:

1. To present an overview of teacher problems in English instruction, grades 7 - 12.

2. To present suggestions for teaching in the classroom.

3. To provide possible solutions to problems in the teaching of English in the desegrated school.

The state was divided into seven districts, each having a series of five meetings witn a local chairman and co-chairman. The Mississippi Educational Services Center had a representative at each meeting in order to coordinate the program. The leaders were:

Mississippi Educational Services Center Representative		Local Chairmen
REGION I	Jim Mudrey	Pauline Fitzgerald Mattie Debrow
REGION II	Thad Easterwood	Nell Thomas Mary M. Haynes
REGION III	Frank Fabris	Sue Simpson Pearl Holloway
REGION IV	Norvel Burkett	Cathen Jones Mary Davis
REGION V	Dr. Elton Franklin Dr. Tom Ritchey	Winifred Farrar Roosevelt Harris
REGION VI	A. A. Alexander	Mary Tumlin Clara Weddington
REGION VII	Dr. Tom Ritchey	Kay Price Barbara White

During the week of June 7-11, 1971, those teachers who elected to come to the campus of Mississippi State participated in a seminar, structured to meet the stated needs of the teachers. The participants earned three semester hours credit.

The materials in this publication represent topics discussed during the five days:

1. The Case for Black Literature
2. Remedial Reading
3. Grading and Evaluation
4. Motivation
5. A Pilot Program for Remedial English
6. Humor in Southern Literature

The papers and programs presented here are for the purpose of informing and assisting the English teachers in meeting the needs of all the students in the classrooms.

THE CASE FOR BLACK LITERATURE

by

Dr. Ralph Bryson, Alabama State University, Montgomery, Alabama

I am delighted to be here today and participate in what I am sure will be a most fruitful week of learning activities. The leadership of Mississippi State University is well known throughout educational circles in the country, and this conference is a further attest to the role which you are playing. May I congratulate the administrators on the wisdom of their planning.

When I wrote my Ph.D. dissertation under Dr. Wilfred Eberhart at Ohio State University several years ago, little did I realize how valuable it would be to me in my later teaching. In this work I attempted to evaluate literary materials by and about the black man in America to determine their suitability for classroom use. Its title is "The Promotion of Interracial Understanding through the Study of American Literature." Some of what I say this morning will be taken from that work. The title of my talk is "The Case for Black Literature."

One of the most perplexing dilemmas facing the American people today is that of finding adequate solutions to problems brought on by a multi-racial society. The very strength of our society lies in the fact that people with diverse cultural and ethnic backgrounds came, or were brought, to this country to build and mold it into the great nation that it has become. There are now some 25 million black people in this country with a special history and a special culture.

The young Negro, sparked by a feeling of pride in his cultural heritage, wants to know more about his ancestors and more about himself. He does not cherish the thought of always being an invisible man. He is strongly seeking identification with those things which he can understand and which are a part of him.

Therefore, a course in black literature can help develop an understanding and appreciation of the literary contributions which black Americans have made to the cultural heritage of this country. Negro youngsters can hardly look to Plymouth Rock as the symbol of the courage, suffering, and devotion experienced by their ancestors. To them, the labor and secrifice which their forebears poured into the making of America are embodied in stretching rails, working in the mills, and picking cotton. For these students, the school has a particular responsibility to make them aware of their share in the development of America. A self-image is vital to the ego of every man -- black as well as white -- for it enables him to talk and write with pride about such things as his peoples' contribution to American culture.

Thus, black literary studies can help the black man bolster his feeling of pride in his country. The black student will gain a new feeling of self-esteem as he discovers the significant contributions which his ancestors have made to the rise of this nation.

Many white students have never read a novel or a short story written by a Negro. Perhaps Negro poetry is more familiar; but even so, very little of it is included in general anthologies of literature. But let me say that it is well for white students to have read and studied works written from the point of view of the black man. This will enable them to see a situation from another angle, thereby opening

new avenues of insight. In addition to bolstering the black student's feeling. of pride in his country, a course in black literature or the inclusion of such materials would enable white students to read, understand, and appreciate the black man's contribution to the literary heritage of America.

Perhaps it is not feasible to have a separate course in black literature, and such a separation may seem undesirable to many of us; that is understandable. Then the English Department should make sure that its courses in American Literature are truly representative of the broad spectrum of our literary culture. A survey course in American literature, in contemporary American literature, in the American novel, or in American drama which does not include significant black writers, as Dr. Ford said at a recent NCTE meeting, can no longer be tolerated. One or more of the books of such distinguished black writers as Richard Wright, national book award winner Ralph Ellison, Pulitzer Prize winner Gwendolyn Brooks, and universally acclaimed prose stylist James Baldwin deserve a place among any group of small writers whose works are considered relevant to the lives of our students. The complete omission of black writers, which is almost universal, is an indictment of the English department in which it occurs.

In a recent examination of the contents of six college anthologies of American literature, edited or co-edited by thirteen of the most distinguished professors in the field, Dr. Ford made the following discoveries. Anthology No. 1, first published in 1934 and revised in 1947 and 1957, more widely used in colleges and universities than any other, includes in a two-volume edition the works of 93 authors covering 1,659 pages, with not one black writer. Anthology No. 2, first published in 1956 and revised in 1957 and 1961, includes in a two-volume edition the works of 80 authors covering 3,158 pages, with not one black writer. Anthology No. 3 copyright 1961, one volume with the works of 58 authors covering 853 pages, with not one black writer. Anthology No. 4, copyright in 1961, one volume with the works of 84 authors covering 1,007 pages, with not one black writer. Anthology No. 5, copyright in 1961, one volume with the works of 99 authors covering 1,020 pages, with not one black writer. Finally, Anthology No. 6, first published in 1962 and revised in 1968, includes in a four-volume edition the works of 102 authors covering 2,652 pages, and not one black writer. This anthology has one volume devoted entirely to 50 writers of the Twentieth Century but fails even to mention such distinguished black writers as Richard Wright, Ralph Ellison, James Baldwin, Langston Hughes, and Gwendolyn Brooks. It is extremely difficult to understand how all of the black contributors to American literature, some of whom have won praise in the highest literary circles, have been completely ignored by so many editors and specialists in the area.

A course in black American literature or the inclusion of such works can be justified on the grounds that it will help foster better racial harmony and understanding. Attitude studies which have been conducted by some of the most eminent social psychologists have led to the conclusion that there is a definite correlation between tolerance and the amount of information a person has about a particular minority group. The more information one has, the more tolerant and understanding he is apt to be. Allow me to cite one or two of these studies.

David Russell and Isabella Robertson conducted a study which was designed to discover whether racial attitudes of junior high-school students could be changed through reading, discussion, and planned assembly programs. The purposes of this investigation were (1) to study attitudes toward Americans of European origin and toward Negroes in a junior high school serving a California community; and (2) to

discover whether such attitudes could be influenced by assembly programs and the reading and discussing of literary works which describe some of the cultural, scientific, and athletic achievements of these peoples. Some of the conclusions were as follows:

1. During the two months' experimental period, the favorable attitudes toward Negroes rose by 7.2 per cent above the point of indifference on the Grice Scale for Measuring Attitude toward Races and Nationalities. The authors were able to conclude that, though home and community influences may be unfavorable, the school can make a positive contribution to the development of favorable attitudes toward minority groups, even in a relatively short time.

2. The teacher's attitude and behavior seem to be among the most potent influences in the formation of attitudes at this level. (Here is a statement that I take pride in.) The students of every English teacher, except one, gained in positive attitudes. However, for this one, the loss was less than 2 per cent, and the group was already above the median in positive attitude.

3. Classes in which Negro and white children work together, the attitude of the whole class toward the Negro was more favorable than the general average for the school.

Emory Bogardus, with his Social Distance Scale, pioneered in the measurement of the attitudes of the white majority toward a large number of national and ethnic groups. Social distance is defined by Bogardus as the degree of understanding and fellow-feeling found between two races. According to him, if these degrees can be measured, then race attitudes, particularly those of antipathy and friendliness, can be analyzed and changes noted.

Through personal interviews, letters, and case studies from every large section of the United States, Bogardus found that the following causes of antipathies of whites toward Negroes were generally expressed: antipathies due to differences in biological appearances, to variations in cultural levels, and to widespread propaganda.

Bogardus believes that education is the supreme adjustment process in developing and changing human attitudes. Preconceived notions and beliefs can be eradicated through systematic study. The atmosphere which is created when racial experiences are reported by one person to others is all important. The manner in which a thing is said or what is said plays a large part in developing favorable or unfavorable attitudes. In this regard I am reminded of the poem "Incident" by one of my favorite Negro poets, Countee Cullen:

Once riding in old Baltimore,
  Heart filled, head filled with glee,
I saw a Baltimorean
  Keep looking straight at me.

Now I was eight and very small
  And he was no whit bigger,
And so I smiled, but he poked out
  His tongue, and called me, "Nigger."

I saw the whole of Baltimore
From May until December;
Of all the things that happened there
That's all that I remember.

Systematic education, then, under broad-minded and well-trained teachers about racial situations is an outstanding factor in a sound educational program.

The effect of teaching on group attitudes needs a great deal more study and testing. Up to the present, the general conclusion is that information such as literary materials does make a positive and significant contribution to the development of favorable attitudes toward minority groups. One can safely say, then, that a separate course in Negro literature or the inclusion of works by Negroes in a literature course can be justified on the grounds of fostering better racial harmony and understanding among various ethnic groups.

What should be the qualifications of the white teacher of Negro Literature?

The white teacher of Negro literature need not have any more special qualifications than the black man who teaches the essays of Ralph Waldo Emerson or interprets the poetry of Emily Dickinson. It is true that the white teacher must divest himself of those biases which would cause him to label Negro writing as inferior or which prevent him from understanding the poignancy of a Paul Laurence Dunbar verse.

The white teacher must realize that Negroes have feelings and emotions just like other people and that frequently the full extent of these emotions has been suppressed and held back by the weight of a subservient role in our society.

Perhaps I should go further and point out some possible pitfalls of which white teachers of black literature must be cognizant.

First, they might teach the subject matter poorly because, not having had the background and schooling in black literature, they will be unaware of the complexity -- sociological and psychological -- of this body of writing. And, they may not take the time to prepare themselves adequately.

For instance, in college a teacher studies works, critical commentaries about them, the lives of the authors, and the historical background in which the works were produced. Not only that, he listens to lectures, does assigned readings, and he may even conduct independent research in the materials. After such thorough preparation, the student is finally deemed ready to teach his subject. In contrast, a teacher may be thrust into a black materials course with almost no preparation at all.

Second, the well-intentioned teacher may harbor subconsciously feelings of racial superiority. He may believe that black people are innately inferior to others. This attitude may cause him to believe that a black writer cannot produce literary works of the quality of white writers, and he may, therefore, praise trash because he does not expect anything better. Or, believing himself to be of superior judgment, he may condemn the philosophy of life or outlook which the black author sets forth.

Certainly a teacher has the right to assert that an author -- black or white -- has failed to clarify his ideas or to develop them effectively. However, the

teacher oversteps his bounds when he tries to superimpose his thinking and state what the black writer should have said about himself, his race, and their role in society.

Third, a teacher should avoid becoming overly sentimental about the problems which black people face in a predominantly white society. It is proper to be realistic about these situations, but it is of no consequence to become maudlin about them. Solutions do not come through bewailing and lamenting.

Finally, the teacher must not be facetious toward his subject matter; he must be sincere and genuine or his lack of honesty will show through. Black students may look suspiciously upon the white teacher and his handling of black literature. Therefore, it will be the teacher's responsibility to prove himself.

In closing, I might say that the white teacher needs to make a conscious effort to understand what has been the black man's experience in America. Then the lines of a Dunbar poem will take on a deeper and more significant meaning for him. For instance, this one entitled "Life":

A crust of bread and a corner to
sleep in,
A minute to smile and an hour to
weep in,
A pint of joy to a peck of trouble,
A never a laugh but the moans
come double;
And that is life!

A crust and a corner that love
makes precious,
With a smile to warm and the
tears to refresh us;
And joy seems sweeter when cares
come after,
And a moan is the finest of foils
for laughter;
And that is life!

REMEDIAL READING

by

Gerald Terpening, National English Consultant
Scott Foresman and Company, Chicago, Illinois

In his presentation of remedial reading in the secondary schools, Mr. Terpening discussed ten reading skills and their importance. These skills are as follows:

Word Attack
Sentence Meaning
Judgments
Central Idea
Inferences
Relationships
Imagery
Purpose, Flexibility, and Rate
Inventory

He made applications of these skills that the teacher may use in the classroom. The following is an outline of the presentation and discussion that he offered.

I. Word Attack

Average and below average students tell you that they should go to a dictionary when they encounter a strange word. Yet they usually just skip over the word.

The competent adult reader uses four skills for strange words. These are:

Context (the setting)
Structure (base, inflectional endings, prefixes, suffixes)
Sound
Dictionary

Example: The man was arrested and tried for homicide.
It's a crime.
Homi - cide
He may have heard the word on radio or television.

(85% of English words have spelling which provides clues or pronunciation.)

These four skills may be used simultaneously or in some combination.

A. Context

Everyone uses context everyday. For instance, you rely on context in such a simple word as BANK to determine whether it means

1. money in the bank
2. river bank
3. the third bank of seats
4. blood bank

B. Structure

1. compounds

a. rainfall (one word)
b. self-discipline (hyphenated)
c. new meanings from context (fishtailing?)

2. suffix words

a. inflectional endings - plurals, possessive, verb endings
b. prefixes (refuel, semidarkness, precook)
c. suffixes which determined the way a word can be used in a sentence

popularity
darkness
statehood

Note: Some words have both prefixes and suffixes.

unbreakable
postoperative

Word families - often words come from Latin and Greek

inscription	scribes	scribbled	postscript
manuscript	descriptions	script	subscription

C. Sound

1. To pronounce a word correctly you must be able to

a. think about how many syllables the word has.
b. recognize the sounds of letters and letter combinations.
c. place the accent on the right syllable.

2. Some general rules

a. Suffix itself is usually not accented.
b. Words of three or more syllables will have an accent on either the first or second syllable.
c. Some words have two accents - one primary - one secondary.
d. Words ending in ion, can, ice, ious, ity, ic, ical uaually have primary accent on the syllable just before the ending.

D. Dictionary

1. Examples

a. Biographical information
b. Meaning of affixes
c. Trade names
d. Slang
e. Historical events
f. Geographical information
g. Abbreviation
h. Characters from fiction

i. Meaning of English words in other countries
j. Group of people
k. Informal language
l. Substandard words
m. Pictures and diagrams

II. Sentence Meanings

A. Long sentences provide reading challenges.

1. The parts of the sentence may have an unusual order.

2. The main thought of the sentences may be interrupted by another thought.

3. The sentence may have an ellipsis - words are left out which we must mentally supply.

4. The sentence may have small but important words (as or so)

5. Parallels

6. References (pronouns)

7. Separations

III. Judgments

A. There is a language trap because words are often closely tied up with emotions, with some pleasant or unpleasant experience.

1. Courtroom examples

2. Faulty thinking

a. begging the question
b. jumping to a conclusion
c. irrelevant evidence
d. generalizing from insufficient evidence
e. reasoning from a false premise.

IV. Figurative Speech

A. Examples:

1. The classroom was a tightly capped bottle of warm ginger ale.
2. Private Stokes was a pebble in the sergeant's shoe.
3. She puts her mind in neutral and her tongue idles on.
4. After a long engagement she finally got him to the halter.

B. A good figure of speech has the element of surprise - slow as molasses-ugh!

Try one: quick as- red as- clumsy as- smooth as-
mad as- pretty as-

V. Central Idea

A. A statement of the central idea of a paragraph or a passage, answers the following questions:

1. What is the paragraph about?

2. What is the main understanding the author wants one to have about this topic?

VI. Inferences

A. Examples:

1. Two men shaking hands

2. Sounds of squeaking brakes followed by a crash

B. Sometimes there can be a combination of the two.

VII. Relationships

A. Examples:

1. Time order

2. Cause - effect

3. Comp rison - contrast

4. Simple listing

B. Sometimes there can be a combination of the two.

VIII. Imagery

We need to help the student find everything on the printed page. So, while imagery is not so basic, it is necessary if one is to fully understand a book.

IX. Purpose, Flexibility, and Rate

A. Explanations

1. The way a selection is read should vary according to one;s purpose in reading it.

2. The way sentences and paragraphs are read within the selection may vary widely according to how well the material satisfies the reader's purpose.

3. Practice skimming to see if the piece can satisfy the purpose you have given a student.

4. It is foolish to read a sleection intensely if your purpose has not been determined.

X. Inventory

A. Closely tied with purpose

1. Skim rapidly

2. Carefully read, constantly questioning and checking on details.

3. Pause in order to

a. establish what it is all about.
b. summarize.
c. anticipate what will come next.

GRADING AND EVALUATION

by

David Kives, National Council of Teachers of English, Urbana, Illinois

As I carried four or five thick files into the NCTE headquarters, Bob Hogan said, "You look like me carrying around your materials." My response was "If I could just get it into my head, I wouldn't have to cart my knowledge around in my files."

Chesterton said that the insane man tries to get the world into his head--and his head explodes. The sane man gets his head into the world.

If I tried to get my evaluation files into your head something will explode; probably your patience. But if I try to get our heads together into the evaluation of the English world, then we have a chance to find out both what is in our heads and what is in the evaluation process that can help us with the teaching of English. And ultimately aid our students in clarifying their experience with language and in growing in their power and self esteem.

Humans are naturally valuing, valuating, and validating creatures. We choose, and state our preferences. This morning I have already made many choices. If judged in the grand scheme of things they are mostly unimportant. But they are choices nevertheless. And with a closer look, each preference expresses some value, some statement of relative worth. The public also chooses. Our styles, our administrators of government, our cars, our wars, and our local bond issues.

But in education the public's decisive evaluation is usually through bond issues. as they express their opinion of the worth of local education. They also evaluate superintendents, principals, teachers, programs, materials. The public evaluates our worth by the support they give or do not give. This may be expressed through salaries, buildings, and even PTA activities. But the public also reflects the value of education by the books they read, the pictures they paint or do not paint, by the level of discussion of their feelings, and of issues.

Students constantly evaluate their schools, their teachers and ultimately the education and training they receive. Some express this by getting more education, training, and entering "successful" careers. Some evaluate by their rejection of false values and social injustices, through underground newspapers, speeches, and protests. Some evaluate by dropping out of school. Others by breaking windows.

A New Yorker cartoon shows a boy in class who is sticking his tongue out at the teacher who says "May I remind you, Jensen, that teacher evaluation by the group has yet to be approved."

One student's evaluation is given in How Old Will You Be in 1984? "Another day, another study. Excitement. I've got some work to do today. Big test tomorrow. Very important. Got to study hard. Got to know the answers. Answers to what? To the questions, obviously. The teacher stands up there and asks the questions. We sit and write the answers. They have questions? So the teacher can see if

we know the answers. Why have answers? So we can get the questions right and get good grades. Very important. Who the hell cares about the good grades? We do, if we want to be good students. We learn answers to questions that don't make sense and aren't supposed to make sense. We also follow rules. No smoking, no gum, no talking. No etc. Education. Very important. . . Wow.

Teachers in the schools are deeply involved in evaluation both formally and informally. By their choice of students and the materials they use. By their treatment of students, hopefully as sensitive human beings trying to understand their own worth and position in society. Teachers evaluate by their behavior towards students, by listening to students and not indoctrinating them. By activities and assignments that relate to the real world.

Evaluation in education, as I see it, is related to these general, public concerns; but has a great deal more specification and utility for judging the relative worth of activities in education, especially English education.

This goes beyond standardized tests. They have some uses. Evaluation goes beyond grades--although they may be useful. It goes beyond informal gossip about the relative merits of some other teacher's work.

Teachers have reasons to be wary of evaluation as it has been applied to themselves. Most evaluation of teachers has been partial. . . one or two visits by administrators. Much of it has been negative. . . resulting in loss of promotion, devaluing the person, losing of tenure. Much teacher evaluation has used poor criteria, applied haphazardly. Teachers have been given little chance for discussion with the evaluator about the judgments, about the criteria, about specific direction and help for improvement.

Teachers have been evaluated by the orderliness of their students, and of their students' appearance. By the neatness of rooms, chairs in order, floors clean, chalk boards free of dust, bulletin boards neat, and window shades all even at the bottom. Teachers have been evaluated by their attendance taking, and the orderliness of their lesson plans. Seldom have teachers been evaluated by how much learning has taken place in their classrooms.

If the good teacher is where it's <u>at</u>, then teacher participation should be an integral part of evaluation. Good teachers know what students are like, what they value, and what they can do. They know whether or not a program works with the students in their care. Good teachers know what materials can help or hinder students, what tests do to students, and their limited utility in describing adequately student accomplishment. Good teachers know the reactions of students to the subject, the school, materials, and teachers. Teachers must be at the heart of the evaluation of teaching, of programs, of courses, of units, of materials, and of students.

The English teacher is especially crucial in the evaluation process. Through grammar, semantics, usage, and rhetoric, the English teacher evaluates and has his studnets evaluate language, its uses and effects. Through written composition the teacher leads his students into subject analysis, arrangement of ideas, and clear expression of thought and feeling.

Through literature, past and present, the English teacher helps his students respond to the work, the form, the author, and the cultural context. The students respond to the values expressed and applied, and evaluate their own responses to literature. The students in an English class respect and judge the responses of his peers to language and literature.

The English teacher has his students evaluate language and action through oral activity such as speech, discussion, role playing, and creative dramatics. English teachers, through media activity using TV, radio, film, newspaper, and magazines, are involved in an evaluation process with his students as they examine the society as it communicates the culture.

But film can be controversial when students take an evaluative look at society. A New York Times article tells about two high school girls who made a movie instead of writing term papers for an honors English class and are now defendents in a one million dollar libel suite. An auto sales manager, who is a plaintiff in the suit, is reportedly shown in a sequence about a minute long, discussing a business transaction in a car lot with a teenage girl, while a rock record, whose lyrics speak of narcotics pushing, furnishes background music. The film was shown to English classes and a sociology class. The plaintiff contends he was depicted as an unscrupulous car salesman and wrongly identified as having sold narcotics to teenagers. It is further charged that the film holds up to vile contempt and ridicule the American government, the American institutions, Christianity, the President of the United States, members of the armed forces, and businessmen. (The New York Times, Sunday, June 21, 1970). So there is controversy involved in social evaluation. And the English teacher by the nature of his subject matter and curriculum activities will be in the midst of controversy. Therefore, the English teacher should be, by his very subject matter, education, and experience, part and parcel of curriculum and program evaluation.

Accountability is an important word in school planning and programs today. It is rapidly becoming the "in" word in education today. Many national journals and books are featuring accountability experiments and the arguments pro and con have shaken the education establishment.

President Nixon on March 3, 1970, in his speech on education said, "school administrators and school teachers alike are responsible for their performance, and it is in their best interest as well as the interest of their pupils that they be held responsible." 1

Leon Lessinger who is called the :father of accountability" defines accountability as the taking of responsibility for results.[2] Accountability is the product of a process. The tools used in this process of making schools accountable are many. Some of these tools are:

1. Needs assessment to discover the what that schools will attend to regarding the needs of their students.

2. Behavioral objectives are then written regarding what shall be done, by whom, under what conditions to be judged by what evaluation criteria.

3. Systems approach and system analysis is used to analyze what is taking place in the schools and to accomplish what should be taking place.

4. Planning, programing, and budgeting systems (PPBS) are instituted to determine the costs of the educational units in the instruction.

5. Program Evaluation Review Technique(PERT) is used to manage or implement the instructional objectives and program of the system.

6. Testing and assessment programs are used in evaluation.

All of these can be assumed under the rubric of educational engineering to gain the results for which educators will be held responsible.

And have no doubt about it. Schools will be hald accountable for the results. Teachers and schools will be judged by the measurable learning of the students and will gain or lose by accountability measures. Lessinger says that accountability without redress or incentives is mere rhetoric.[4]

Education at present measures itself by the inputs of money, resources, pupils, teachers, and materials. But in the educational engineering framework the school is held accountable for the measurable outputs, for what proven learning has taken place, for what benefits have accrued to students. Accurate data is needed for such measurement. Schools through PPBS will move from per-pupil cost to learning-unit cost.[5] Instead of the present method of judging a school by its maintenance costs, skill acquisition costs will be considered. Professionals will be held accountable for results--for their teaching performance as measured by pupil achievement--instead of credits, credentials, experience, and time spent in the classroom.[6] Lessinger insists that accountability is the process of explaining the utilization of resources in terms of their contributions to the attainment of desired results.[7]

Again under the rubric of educational engineering, which is a technique for managing change, we would define exactly what we want, and marshall our resources and tachnology to achieve these objectives. For this we need careful needs assessment, measurable goals, and an independent audit to evaluate our accomplishing of the goals and objectives.

Independent auditors have been trained and assigned to many of the USOE's programs and projects around the country. The independent audit is an important part of educational engineering and accountability to the public. The first step in an audit is called the pre-audit. A list of objectives of the local school and community is drawn up and priorities are established for these objectives and programs. The second step is to translate these goals into data. For this we ask what evidence will indicate when these goals have been met. Conditions and standards will be set for student behaviors. The third step is the instrumentation or development of techniques and procedures for gathering this data. The traditional tests, measures, interview protocols, and other instruments are obtained or developed, and used. The fourth step in the audit is the review calendar giving information about where, when, and what will take place regarding the audit school year. The fifth step is the assessment process itself after the program or instruction has been implemented. The sixth step is the public report of the results. The audit displays results for accountability.[8]

A story is told by Robert Silverberg in The Challenge of Climate: Man and His Environment, about the mayor of a drought-stricken town who gave this ultimatum to the clergy in holding them accountable for results. "If within the peremptory period of eight days from the date of this decree, rain does not fall abundantly, no will go to mass or say prayers. . . If the drought continues eight days more, the churches and the chapels will be burned, missals, rosaries, and other objects of devotion will be destroyed. . . If, finally, in a period of eight days it shall not rain, all the priests, friars, nuns, saints, male and female, will be beheaded." Rain came in four days.[9]

Most of the performance contracts that have been developed under the umbrella of accountability are supported by the Office of Economic Opportunity of the U. S. Office of Education. For example, six private firms are involved in a 6.5 million dollar performance incentive for an education experiment designed to improve the reading and math skills of over 10,000 disadvantaged children in 18 school districts in 15 states. One of these programs, conducted by Learning Foundations, Inc. of Athens, Georgia will put 600 disadvantaged children on learning machines for 2 hours a day. The cost is $341,000 or slightly over $600 a pupil.

In Camden, New Jersey, the Board of Education contracted with RCA to reorganize the school system. The Gary, Indiana, School Board has signed a four year contract with Behavioral Research Laboratories.[10]

The USOE EPDA or Educational Professional Development Act has the stipulation that projects be developed according to this model and that evaluation be an intrinsic part of all federally sponsored programs.

But what conditions have caused this emphasis on accountability and performance contracting? Lessinger has charged schools and educators with forming a bureaucracy that is closed and unaccountable to the public. He sees job changes and the need for specialized training coupled with ethnic militance and a communications explosion as all contributing to public awareness of the inequality in the schools and to the public's demand for results. Lessinger states that we have teacher power, student power, ethnic power, parent power, and now we have to confront this new educational electorate and become involved in new schools. We are also experiencing revolt from taxpayers who are demanding educational results from their school expenditures. Communities are asking that schools be responsive to them.[11] Stephen Barro lists some additional causes for pressure for accountability in federal stimulation of evaluation of educational projects and the current pressure for cost-effectiveness measures for all government programs. Added to this is the priority given programs for the disadvantaged growing out of concern for the school failure of children in the inner city and in rural areas.[12]

Lessinger also emphasixes that one in four students drop out or fail in our system. No longer can schools blame the kids for this failure. Lessinger also states that the public is rejecting professional expertise, especially that of educators who hide their failures behind professional jargon. He states that the test of professionalism is results and not necessarily input. More and more teachers will be hald accountable for the results shown by their students. James Moffet sees a cause for the support of accountability in the overtaxed home owner striking out against increased taxes for ineffective education.

Probably the strongest opposition to performance contracting has been made by the American Federation of Teachers.[13]

1. The AFT believes performance contracting will take the determining of education policy out of the hands of the public. Already the community has very little effect on the schools and adding new business-interest groups will not strengthen public controls. They remind us that Lessinger said that the management support group's function "is to analyze and determine the community's educational needs and the desired levels of the student's performance."[14] A contractor stated that "the schools have to be very careful not to put constraints on contractors."[15] If one of the purposes of those forces calling for accountability is to open the school system to the public, then performance contracting is not a solution but an additional barrier to public participation.

2. The second objection by the AFT is that a highly potential business monopoly of education is threatened. As large companies such as Westinghouse, IBM, and Xerox move into schools with their "educational divisions," with the support of federal monies, a few companies can control a large part of education.

3. The third objection of AFT is that performance contracting tends to dehumanize the learning process. The motivational techniques of contingency management through reinforcement creates a dehumanized educational system. The focus on aggressive individualization has created and may further increase competitiveness for rewards. One California School Board member cautioned that at a time when education needs to address itself more singularly than ever to the human needs of the individual child we instead further a dehumanizing technological system.[16]

The AFT also states that performance contracting sows distrust among teachers as they compete with each other for bonuses. Certainly they will not want to share their achievement producing materials or strategies. The AFT also pointed out that performance contracting promotes "teaching to the standardized tests" among other things. The Texarkana Project has been charged with teaching items on the tests.

James Moffet objects to the behavioral objective model used by performance contractors. He believes the emphasis on systems analysis based on behavioral objectives is ultimately harmful to education. Systems analysis is tied to a 19th century input-output model. When it is married to a pseudo-scientific behavioral objectives model, empowered by an overwhelming technology all sorts of damage can be done. PPBS or costs-benefits systems serve the larger political and social system and not local education as such. The PPBS model breaks down human goals into testable educational units where dollars can be attached and budgets imposed. Moffet sees the direction from behavioral objectives to PPBS to computorization and finally to performance contracting as the ultimate system for the dehumanization of education.[17] Private corporations, with their monopoly, have been brought into the public schools with the monetary blessing of the office of Education.

Robert Stake in the recent KAPPAN criticizes the tying together of pupil achievement and grade placement to teacher accountability as showing a lack of understanding of testing and measurement. Stake reviewed the limitations and costs of specified instructional objectives. First, he believes language fails to represent the sum total of our desires or objectives. Second, any list that we draw up will necessarily be incomplete. Third, in drawing up a list of goals or objectives we know there will be social and political reaction. Therefore we respond to pressure to change our real purposes to play safe with education. In addition, more goals are pursued by schools than can be specified. Therefore the easier-to-measure goals are chosen. Skill-related behavior will of course be favored over more complex affective, ideational purposes. Finally, the advanced specification of behavioral objectives inhibits teachers taking advantage of healthy interaction with students; taking advantage of the "teachable moment." We need to question these forces that seek to have great influence on the schools.[18]

John Holt, on the Today Show, said that many people in the world see life as slavery; themselves as being controlled by "they' out "there." Will the addition of more testing, technology, competition, and profit orientation help or hinder this felt concern. Ivan Illich, the author of Deschooling Society, on the same show, berated the assembly line view of education where knowledge is treated like a commodity.[19]

Will your students be better off when their learning as well as themselves are treated as products? Will they be turned on by an additional emphasis on skills? Do they want more competition; more isolation for accurate test scores? Do they need the bribery of green stamps and transistor radios to learn what is important to them? Do they want to be characterized by a few measures of reading ability or math skills? Will they be happier as more records are compiled on them and more time has to be spent in knowledge and skills assessment through testing?

Will your teaching improve if more tests are introduced? Will teachers become more personal and human and free with students as persons when they all know that promotion and salary depend on student scores on tests? Will teachers support students in their drive for more freedom, power, and self-knowledge? Will competition bring teachers and students together in cooperative ways? What effect will fear of failure have on both student and teacher?

Will the curriculum take into account the whole life of the student and his society if only a few skills are emphasized and rewarded? Will innovation thrive when test scores and testing time pervades every student-teacher relationship?

Will the public be served? What will be the social costs when profit-motivated educational industries introduce the technical model of education? Will the problems of society be alleviated by the addition of a few tool skills by students at the expense of confrontation with social issues?

Proponents point to the effects of the success of the systems model in the defense department, industry, and business. It costs hundreds of thousands of dollars to kill each Vietnamese. The progress of the war is measured by kill-rations. We have stored the equivalent of 14 tons ot TNT for every person on earth. The F-111 can't fly; submarines stay submerged. The Edsel didn't sell. But hundreds of millions of other cars have sold and the streets and highways are glutted. We

can't manage our affluence nor the effluent byproducts of the industrial process that pollutes our land, air and water. We have killed the bugs with DDT, and made mother's milk dangerous for babies to drink. The environmental and social costs of our blind subservience to unlimited technology is everywhere apparent.

FOOTNOTES

[1] Lessinger, Leon. Every Kid a Winner: Accountability in Education. New York: Simon and Schuster, 1970, p. 9.

[2] Kaufman, Roger A. "Accountability, a System Approach and the Quantative Improvement of Education--An Attempted Integration." Educational Technology Vol. XI, No. 1, January 1971, p. 21.

[3] Ibid. pp. 21-26.

[4] Lessinger, Leon. "Engineering Accountability for Results in Public Education." Phi Delta Kappan Vol. LII, No. 4, December 1970, p. 217.

[5] Lessinger, Every Kid a Winner. p. 13.

[6] Ibid. p. 11.

[7] Bair, Medill. "Developing Accountability in Urban Schools: A Call for State Leadership." Educational Technology Vol. XI, No. 1, January 1971, pp. 39-40.

[8] Every Kid a Winner. pp. 75-90.

[9] Lessinger, Leon M. "Robbing Dr. Peter to 'Pay Pual': Accounting for Our Stewardship of Public Education." Educational Technology January 1971, p. 14.

[10] Myers, Miles. "The Unholy Marriage-Accountants and Curriculum Makers." American Teacher Vol. 55, No. 3, November 1970, p. 14.

[11] Lessinger, "Robbing Dr. Peter ..."

[12] Barro, Stephen M. "An Approach to Developing Accountability Measures for the Public Schools." Phi Delta Kappan December 1970, p. 196.

[13] Bhaerman, Robert and Oliver, John. "Children's Lobby or Businessmen's Booty?" American Teacher Vol. 55, No. 5, January 1971, pp. 20-21.

[14] Ibid. p. 20.

[15] Ibid.

[16] Ibid.

[17] Moffer, Op. Cit.

[18] Stake, Robert E. "Measuring Specific Instructional Outcomes." Mimeographed draft copy, not for quotation without permission. Center for Instructional Research and Curriculum Evaluation, University of Illinois, January 1971. Article to be printed in the June Phi Delta Kappan.

[19] Holt, John (What Do I Do Monday) and Illich, Ivan (Deschooling Society) on the NBC Today Show, May 17, 1971. Illich said that much of the assembly line concept of education could be traced to Comenius, an alchemist who felt that every child should know everything and the best way to go about this is to break up education into twelve parts or elements and put each child through this process and create a man.

SOUTHWEST HUMOR

by

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Sources:

1. T. D. Young and F. C. Watkins, The Literature of the South. Chicago: Scott Foresman and Company, 1968.

2. Hemig Cohen and William B. Dillingham, Humor of the Old South West. Boston: Houghton Mifflin Company, 1964.

The frontier moved rapidly from 1800 to 1830. The writers we will discuss now came from the states that were moving from frontier to settlement in this period: Alabama, Tennessee, Mississippi, Arkansas, and Louisiana -- plus Georgia.

A. Some progenitors:

1. William Byrd's Landlubbers. (See Young, p. 17)

2. James Kirk Paulding "Letters from the South" (1817). Included in these letters is the story of two backwoodsmen who talked themselves into a fight: one crowed like a cock, the other bowed his neck and neighed like a horse. Then they bragged about who had the finest horse, the handsomest sweetheart, and the best rifle. The anger mounted with each new brag and they finally fought it out with the loss of much blood and many teeth. (See Cohen, p. ix)

By 1830 the region was saturated with tall tales and comic stories. Then persons who had never thought of themselves as professional writers began to collect the stories they had heard around camp fires, on the rafts floating down the Mississippi, or in the villages and to send them away for publication in newspapers and sporting journals. The chief of these journals was The Spirit of the Times, published by William T. Porter in New York from 1831-56. The contributors to the Spirit were not paid; they were not professional writers. In fact, they usually published under pseudonyms because apparently some of the authors thought their professional reputation would be hurt if they were found to be the writer of these inconsequential tales (some of the stories were shocking to the genteel readers of the time).

B. Later authors:

1. Longstreet (Georgia Scenes)-- a lawyer, judge, and college president.

2. Baldwin (Flush Times)-- a lawyer and State Supreme Court Justice.

3. Hooper (Simon Suggs)-- a newspaper editor, politician, and Secretary of Senate in Confederate States of America.

These authors were usually educated and professional men who were acquainted with works of eighteenth century essayists (Addison, Steel, Goldsmith) as well as other classical and modern writers. Their writings show the influence of this reading background.

C. Subjects:

1. Usually stories passed down in oral tradition.

2. Subjects varied -- some most often used:

   a. Hunts (Davy Crockett: Thorpe, "The Big Bear of Arkansas,"; See Cohen, pp. 16-25 and 268-279).

   b. Fights (A. B. Longstreet, G. W. Harris; See Young, pp. 363-370).

   c. Courtings, weddings, honeymoons.

   d. Frolics and dances.

   e. Horse races, horse swaps (See Young, pp. 375-380).

   f. Sermons, camp meetings (Hooper & Harris; See Young pp. 387-394 and Cohen; pp. 162-168).

   g. Country boy in the city (John S. Robb, "Swallowing an Oyster Alive." (See Cohen; pp. 143-145).

   h. Gambling.

3. Usually dealt with a subject out of the immediate past striving to preserve the picture of an era that was quickly passing away--change rapid because of rapid development, from frontier to settled civilization.

D. Technique--treatment of material:

1. Look forward to Local Colorists, who flourished in period immediately following Civil Way. Like the Local Colorists, these writers present the unique custons, behavior, beliefs, and language of the inhabitants of the area about which they wrote. They differ, however, in their lack of respect for the tender sensibilities.

   a. Language--Longstreet has a character to say "damn" and one, after winning the bet at the gander pulling: "Oh you little shining sons of bitches, walk into your Mas' Johnny's Pocket."

   b. Comic sin-- There is a willing suspension of morality. Evil is seldom punished. If reward comes, it is the result of smartness. As Simon Suggs says, "One has to be shifty to get along in a new country." One does not sympathize with the Reverend Bella Brigg when Simon Suggs steals the collection plate or with the Widow Haycock when Simon convicts her "for infringin' on the rules of war, by crossin' the lines agin orders!".

   c. The Southwest Humorists wrote about relations between the sexes in a straight-forward direct manner.

      1) G. W. Harris' "Rare Ripe Garden Seed" is as bawdy and suggestive as modern fiction. "One Wholesum Quiltin'," Sut says in another story, "am worth three old Pray'r meetings on the poperlashum Pint." Among the things Sut hates are "a circuit rider, and a shot gun." He loves "a woman, old sledge, and sin in any shape."

2) In numerous stories there is the humorous account of the young male visitor who must undress for bed in the one-room log cabin in clear sight of the young ladies of the house. Harris tells, too, the story of the young man who wakes up in the wrong bed. Joseph B. Cobb's "The Bride of Lick--The Skillet" tells of the spurned suitor who visited the bride and groom on their wedding night dressed as a ghost. He scares the bridegroom out of bed and spends the rest of the night in his place. In another story Sut tells George why he prefers widows: "But then, George, gals and ole maids haint the things to fool time away on. Hits Widders, by golly, what am real sensibil, steady-going, never kickin, willin, sperrited, smoof pacers. They cum close up to the hoss-block, standin still wif that purty, silky years playin, and the naik-vains a throbbin, and waits for the word, which ove course you gives, when you finds your feet well in the stirrup, and away they moves like a cradle on cushioned rockers, ur a spring buggy runnin in damp sand."

d. The Southwest Humorist wrote about picaresque heroes who lived off the fat of the land--by trickery and knavery, by outsmarting the people around them.

1) Simon Sugg--buys the Indian land, beats Bela Buff, and the Widow Haycock.

2) In "Miz Yardley's Quiltin'" Sut starts a practical joke that results in the death of two people; yet Sut's "conshuns felt clar as a mountain stream." He outwitted them; therefore they deserved their punishment.

3) In "The Horse-Swap" Peter Ketch trades Kit, deaf and blind, to Yaller Blossom for Bullet, who has a sore on his back "six inches in length and four in breadth," and three dollars in money.

e. Most stories employ a frame--the cultured outside gentleman who observes and describes the actions of the rough, uncultivated residents. Why?

1) Author is not linked to the antics of the character he creates.

2) The contrast between the flawless language of the narrator and the vernacular speech of the backwoodsmen or country fold in the sketch.

f. One of the greatest contributions of these writers was in language. When Longstreet wrote the speech of the Georgia Cracker, Hooper that of the Alabama redneck, and Harris that of the Tennessee hillbilly, they were laying the style for a new kind of America writing: They tried to suggest the pattern and intonation of the actual speech.

1) Rich in similies, metaphors, and exaggerations, this language is characterized by concreteness, freshness, and color.

a) When he is elected captain of the local militia, Suggs says in his acceptance apeech: "Let him who will run, gentlemen, Simon Suggs will allers be found stickin' thar, like a tick

onto a cow's belly: Not only is this simile remarkably vivid, but it is appropriate for Simon Suggs, who does resemble a blood-sucking tick. Sut Lovingood compares his inept speech to the preciseness of George's in this manner: "I ladle out my words at random like a calf kickin at yaller-jackids; yu jus rolls em out tu the pint, like a feller alayin brick--everyone fits."

b) William C. Hall says, I've knowed fellers so pore and thin they had to lean up agin a saplin to cuss." And he knew one man so mean "he was caught one day stealin acorns from a blind hog." He also knew a man so ugly that he had to slip up on a dipper to get a drink of water.

g. The stories abound in slap-stick comedy, comedies of errors.

1) Sut's description of the quilting party (Young pp. 180-187).

2) The switching of bed-fellows.

3) Harris' "Parson John Bullen's Lizards".

h. Influences on later writers is evident:

1) Faulkner's "Spotted Horses" is a modern counterpart of "Mrs. Yardley's Quilting" and "The Bear" of "The Big Bear of Arkansas."

2) The camp meeting scene in Huckleberry Finn is similar to that in Simon Sugg.

3) The bedroom farces are repeated in Erskine Caldwell.

MOTIVATION OF WRITING

by

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Students like (according to an NCTE survey):

1. Specific directions, not just write a theme: topic (some choice), length, specific focue, etc.

2. Mistakes marked before rewriting.

3. Knowledge of how teacher will determine grade: style and/or content; on form and mechanics; what counts what.

4. Other themes to use as guides.

5. A lot of short compositions rather than one long one. There is no substitute for writing. Students learn by writing. The teacher must read what he has written, mark errors, have them corrected, and read corrected version. This process requires student conferences.

6. Themes retruned promptly.

Some suggestions:

1. Select topics closely related to something the student is concerned about, something they have lived through, something they want others to act on.

2. Take time to build student desires for self expression and give them ammunition --class discussions, reading of appropriate selections, use of paintings, music or cartoons. "Don't write about Man; write about a man," E. B. White.

3. Provide an atmosphere so that students won't think you are obsessed with mechanics--S. I. Hayakawa says: "If you are talking to someone who is not listening to what you are saying but is intently studying the movement of your Adam's Apple--you are likely to stammer."

4. Establish clear criteria for evaluating writing and let the class know exactly what these criteria are: purpose, clarity, logic, organization, word choice, appropriateness of usage,--also spelling, penmanship, punctuation, sentence structure, paragraphing.

5. Provide time for proofreading and revision.

6. Encourage use of dictionary (have some available in classroom).

7. Anticipate vocabulary needs.

8. Over-the-shoulder help while student is revising.

9. Have pupil-help-pupil period during revision.

10. Pupils should be encouraged to do all they can to improve their own writing and their fellow students' writing before the teacher sees the paper.

11. Have pupils keep a folder--keep a record of writing difficulties and grade on growth. Let your students know that you are really interested in how well he writes when course is completed.

12. Evaluate carefully for the clas's benefit one or more pieces of writing.

13. Use opague projector to demonstrate errors.

14. Let the pupil know that you appreciate ideas--read a few good sentences to class, make comments in the margin.

15. Try to have pupils do paper once every two weeks.

16. Some specific assignments

    a. simple process: tying a shoe, scrambling an egg, making a telephone call, curling your hair, making a bed, building a fire.

    b. description--one page--something beautiful, ugly, precious, sad, or funny.

A PILOT PROGRAM IN REMEDIAL ENGLISH

by

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I. INTRODUCTION: Statement of the Problem

Secondary English teachers face many difficulties when dealing with students who feel no motivation to improve their language skills, an attitude that is usually either the result of a weak background in reading or of boredom with the standardized curriculum. These problems range from overcrowded classrooms, outdated textbooks, and lack of audio visual materials, to disagreement among teachers and administrators regarding such innovations as homogeneously grouped and non-graded classes. Plans for the 1970 summer school session in Gulfport were based on a consideration of such problems.

In order to justify implementing new techniques in the regular school program, the teachers involved in summer school incorporated various teaching procedures related to individualized, student-oriented instruction. The availability of funds from a Title I project made possible small classes, textbooks which combined the three areas of English into a linguistic program, and supplementary curriculum materials.

II. PROCEDURES

A. Organization

Ginn's Voices I, with supplementary reading in Voices II, was the basic text. Paperback book libraries were available in each classroom, and the students were encouraged to read for book reports, four of which were required, and for leisure reading. Magazines were also available and were utilized frequently in connection with class assignments. Spieal notebooks in which each student kept his assignments, pencils, and bulletin board material were purchased with funds from the project.

Students were grouped by a combination of their spelling and language scores on the Stanford Achievement Test, Form X. Class size varied from ten to twelve. All students except those on the lowest reading level participated in small group sessions at least twice a week, in which they received additional help in problem areas. All students made a selection from the paperback book libraries on Friday and read under the supervision of the reading teachers, giving the English teachers time for planning, The forty-five minute reading period each day was utilized to provide individual attention for the slower students. Others were encouraged to progress in the material at their own rate.

B. Staff Relationships

Teacher selection for this program required that the applicant be willing to deal personally with and to appreciate the difficulties of the low socio-economic student. As always, but perhaps even more significant in classes such as these, teacher enthusiasm and positive attitude were vital factors in student motivation. Contributing to the success of the program was the complete cooperation and approval of the school administration.

Agreement in methods and goals among the teachers involved in the program, which was evident from the conception of the project, was necessary to establish and maintain an effective working atmosphere.

C. Type of Instruction

Because the primary concern of the summer school classes was to insure individualized instruction, activities were geared to provide as much contact between student and teacher on a one-to-one basis as possible. Problems in composition were apparent in the majority of the students' work, and the greatest level of success was achieved in that area, primarily the result ot the teachers' devoting time each day to discussion of the journal entries of each student.

D. Grouping of English Classes

Students were grouped by a combination of their spelling and language scores on the Stanford Achievement Test, Form X. Class size varied from ten to twelve. All students except those on the lowest reading level participated in small group sessions at least twice a week.

E. Grouping of Reading Classes

Students were grouped for reading by the Stanford Diagnostic Reading Test and were placed in one of four levels:

Level I -- fourth grade or below - reading classes held four days a week

Level II -- fifth and sixth grades - reading classes held two days a week

Level III -- seventh and eighth grades - reading classes held one day a week

Level IV -- above eighth grade - reading classes held one day a week

Some students did not attend reading classes as their scores indicated they could best spend the time in other areas. All students made a selection from the paperback book libraries on Friday and read under the supervision of the reading teachers, giving the English teacher time for planning.

F. Materials

Ginn's Voices I, with supplementary reading in Voices II, was the basic text. Paperback book libraries were available in each classroom, and the students were encouraged to read for book reports, four of which were required, and for leisure reading. Magazines were also available and were utilized frequently in connection with class assignments. Spiral notebooks, in which each student kept his assignments, pencils and bulletin board material were purchased with funds obtained from the projects.

G. Activities

Because classes were small and the teachers had a planning period each Friday in which to organize work for the next week, lessons could be planned to provide for individual differences, and varied activities could be offered. Among these activities, which supplemented textbook material, were preparing and alphabetizing card catalog entries for the paperback book libraries, discussion groups led by recent high school graduates on topics of interest to teenagers, panel discussions, exercised on using quotation marks based on comic strip character dialogues, a "rock festival: featuring current hit songs to introduce a lesson on modern poetry, and a staged production of a one-act play. The primary purpose of the slow-learner, or under-achiever, English program was to increase self-confidence and stimulate interest; therefore, much time was spent in developing activities which would aid in the attainment of these objectives.

H. Student Motivation

The opportunity to see some measure of success which the English program provided each student contributed greatly to an improvement in attitude and interest. Another factor aiding this improvement was the removal of the slow or unmotivated student from large classes in which he makes no attempt to participate, and in which the teacher has little chance to deal with his needs. The students have achieved because they have tried, and they have tried because they have been given an opportunity to pace themselves rather than being confronted daily with their inability to "keep up" in a regular class.

III. RESULTS OF PROJECT

Results of the summer project indicated that the combination of small classes, material geared to the interests and abilities of the students, and an atmosphere which encouraged participation and individual progress had produced improvement in language skills, In comparison with a control group which received instruction from traditional materials, the pilot group scored several levels higher on Form W of the Stanford Achievement Test. More significant are comments from letters written to the superintendent at the conclusion of the Summer program: "I would like for English to be taught like the way they are teaching in Summer school. They don't give you report cards because they don't believe that grades really accomplish much about what you are really doing in school. English can be taught in so many ways such as: music, reading, and so on. But I like English to be taught the way it is now." And "The English we are taking in Summer school is very good. People who are slow in English need it very bad. It helps you to read better and spelling better. This English will help you learn the background of it all. Some kids can not learn some of the rules and other hard things in English so they need help in this way." Based on the results of the X and W forms of the Stanford Achievement Test, the ststistics of the thirteen students tested in the control group showed the following results:

Spelling	Language	Overall
0 months	+ 5.6 months	+ 2.8 months

The statistics of the random pilot group are as follows:

Spelling	Language	Overall
+ 1 month	+ 6.5 months	+ 4.5 months

Reading scores based on comparison of Stanford Achievement Tests showed an overall improvement of 8.5 months.

Although there is not a significant difference in the scores, results are higher in the pilot program, which was not geared to a traditional type test such as the Stanford Achievement. The validity of such an evaluation is limited as a result of the short amount of time available for instruction.

Teachers in the program, Mrs. Barbara Cunningham, Mrs. Marcia Atha, Mrs. Ann Heidleberg, Mrs. Judith Stewart, are agreed that student interest and attitude, and motivation have improved to the extent that most of the students are no longer "reluctant learners".

"Attendance has improved, discipline has not been a problem, and students have more confidence and self-respect," said Mrs. Kay Price, teacher coordinator for the program.

Dr. Mercer Miller, Assistant Superintendent of Gulfport City Schools, and director of the program, added, "Students who have always been wrong are realizing success for the first time. Those who were reluctant to answer questions in class are now enthusiastic participants."

W. L. Rigby, Superintendent of Gulfport City Schools, is a strong supporter of the program. He said the experiment was being made because, "Public education is at the crossroads. We have to adapt our methods and procedurrs to the situation we're in today. If we find that traditional methods of teaching will not get the job done, we have to find new ways and use them." School officials are planning to use the "new methods" in some regular school classes in September.

The teachers and administration are not the only ones who are enthusiastic about the value of the program. The students themselves were given an opportunity to express their opinions about "new English".

IV. Observations by Students

A. Student Quotes

"The English we are taking in summer school is very good. People who are slow in English need it very bad. It helps you to read better and spelling better. This English will help you learn the background of it all. Some kids cannot learn some of the rules and other hard things in English so they need help in this way."

"I take English and I love to come to school. It doesn't get boring at all because the teachers let you participate in almost everything. The material is also fun to read. Thank you for taking time out to read this letter."

"I would like for English to be taught like the way they are teaching in summer school. They don't give you report cards because they don't believe that grades really accomplish much about what you are really doing in school. English can be taught in so many ways such as: music, reading and so on. But I like English to be taught the way it is now."

"Let this program be as a regular school program, because, not only of this one reason. It's that so many people are writing and I really believe that they are with it all the way. What I mean is they like this type of an English class. It's what we need, I mean this course is different from ordinary English class. Because you have everything combined, I mean it's no problem to do."

V. Conclusions

A curriculum of this nature should not be instituted unless provisions are made to continue it for several years. A student who begins this program should have the opportunity to improve without being returned to a traditional classroom before he is ready. Such a transfer serves to increase anxiety and the frustration of being unable to participate and achieve.

A. Basic English

1. Organization

Students are selected for Basic English if they have a record of failure or have made low grades which indicate the need for extra help. They are consulted as soon as possible when the assignment is made.

Students may be moved from basic to regular English classes, or from regular to basic, at the end of a six weeks or a semester on the recommendation of the teachers involved. They should not be retained in either curriculum if a change is needed and can be made.

Satisfactory (S) and Unsatisfactory (U) grades are given at the end of each six weeks and each semester. If for some reason a number grade is needed, a satisfactory mark could be derived from a range of 70 to 85 according to the quality of the student's work. On the high school level Basic English is a three year curriculum which can be selected based on the student's record. He receives regular credit for each course.

2. Recommendations

Students should be grouped at the end of the year for participation in the program the next fall. At this time they should be consulted and informed about the goals of the program.

Classes should be set up to separate those with serious learning problems from those who primarily need motivation.

At the end of a year teachers should submit a written evaluation of each student's progress with recommendations for future grouping. Classes should never exceed fifteen students.

Students should be screened for physical handicaps so that the teacher will be aware of these problems.

The number of classes offered at each school should depend on the number of students who need the course, rather than what fits into the curriculum.

Each teacher involved in the program should have at least two Basic English classes.

Students should be allowed to move from basic to regular English at the end of a six weeks term without being expected to make up the work or take that section of the semester exam; however, a student should be in one English section at least two consecutive six weeks of a semester.

Teacher selection should be on a volunteer basis, with a full explanation of the program given.

Provisions should be made for pre-school orientation sessions to familiarize teachers with materials and techniques.

Regular recruiting should include an attempt to interest practice teachers and job applicants in Basic English, with visits to classes in session whenever possible.

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